



# STORYLAND

**Student's Book**

Lisiane Ott Schulz  
Luciana Santos Pinheiro

Storyland Student's Site Access Code:

<b>Head of Product - Pearson Brasil</b>	Juliano Costa
<b>Product Manager - Pearson Brasil</b>	Marjorie Robles
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# STORYLAND

## Student's Book 1

<b>UNIT 1</b>	<b>THE UGLY DUCKLING</b> .....	<b>8</b>
<b>UNIT 2</b>	<b>THE GINGERBREAD MAN</b> .....	<b>16</b>
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# SCOPE AND SEQUENCE

UNIT	THEME	VALUES	OBJECTIVES	MAIN LANGUAGE	SONG	CLIL
<p><b>1</b></p> <p><b>The Ugly Duckling</b></p>	Numbers and Colors	Respect differences and be friends	<ul style="list-style-type: none"> <li>Understand and name the colors <i>blue</i> and <i>yellow</i></li> <li>Count to five</li> </ul>	blue, yellow; one, two, three, four, five; duck, egg, nest, swan	Five little ducks	Art: Make a sensory bag
<p><b>2</b></p> <p><b>The Gingerbread Man</b></p>	My Face and Shapes	Learn to be persistent and keep trying	<ul style="list-style-type: none"> <li>Identify and name parts of the face</li> <li>Identify and name shapes</li> </ul>	ears, eyes, face, nose, mouth; circle, square, triangle; green, orange, red; What color is this? What color are these?	Humpty Dumpty	Art: Make a funny face collage
<p><b>3</b></p> <p><b>The Tale Of Peter Rabbit</b></p>	My Family	Follow parents' instructions; Eat just enough (not too much or too little)	<ul style="list-style-type: none"> <li>Identify and name family members</li> <li>Answer questions beginning with <i>who</i> and <i>where</i></li> </ul>	mommy, daddy, baby, brother, sister, rabbit; Who is this? Where is Daddy? Is this Mommy?	The finger family	Social Science: Make a table mat
<p><b>4</b></p> <p><b>The Boy Who Cried Wolf</b></p>	Night and Day	Tell the truth; Take good care of animals	<ul style="list-style-type: none"> <li>Identify the feelings <i>happy</i> and <i>sad</i></li> <li>Understand the difference between <i>night</i> and <i>day</i></li> </ul>	evening, morning, night; moon, star, sun; boy, girl, man, woman; happy, sad; Is he happy?	Twinkle, twinkle little star	Art: Make your own Starry Night

UNIT	THEME	VALUES	OBJECTIVES	MAIN LANGUAGE	SONG	CLIL
<b>5</b> <b>The Frog Prince</b>	Our Nature	Be kind to people and make friends	<ul style="list-style-type: none"> <li>Identify and name elements in a garden</li> <li>Count to six</li> </ul>	flowers, garden, grass, tree; frog, ladybug; one, two, three, four, five, six; How many?	Ladybug	Art & Math: Make a ladybug
<b>6</b> <b>This Little Piggy</b>	Food and Fruits	Cheer up friends	<ul style="list-style-type: none"> <li>Identify and name fruits and other kinds of food</li> </ul>	apple, banana, grape, orange, pear; pancake, roast beef, salad; Do you like pancakes?	Mix a pancake	Cooking: Make a fruit salad
<b>7</b> <b>The Standing Tin Soldier</b>	Toys and Musical Instruments	Share and take care of personal belongings	<ul style="list-style-type: none"> <li>Identify and name toys</li> <li>Identify and name musical instruments</li> </ul>	doll, ballerina; castle, car, paper boat, soldier; bells, drums, flute, trombone; Let's play the drums.	The finger band	Music, art, & craft: Make a drum
<b>8</b> <b>The North Wind And The Sun</b>	Weather	Understand that everyone is unique	<ul style="list-style-type: none"> <li>Distinguish between <i>hot</i> and <i>cold</i></li> <li>Identify weather conditions: <i>rain, sun, and wind</i></li> </ul>	rain, sun, wind; hot, cold; coat; spider; down, up	Itsy-bitsy spider	Science and Drama: Act out a rain storm

# THE GINGERBREAD MAN

1 LOOK AND CIRCLE.



2

LISTEN, TRACE, AND COLOR.



TRACK  
07



LESSON 1

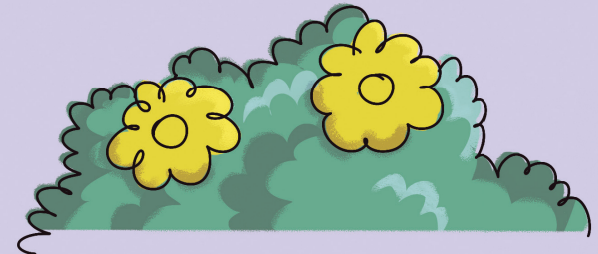


3

TRACE A LINE.



LESSON 2





4

LISTEN , REPEAT, AND STICK.



LESSON 2



5

LISTEN AND SING. THEN CIRCLE.



LESSON 3



6

GLUE.



LESSON 3

1	2	3
4	5	6

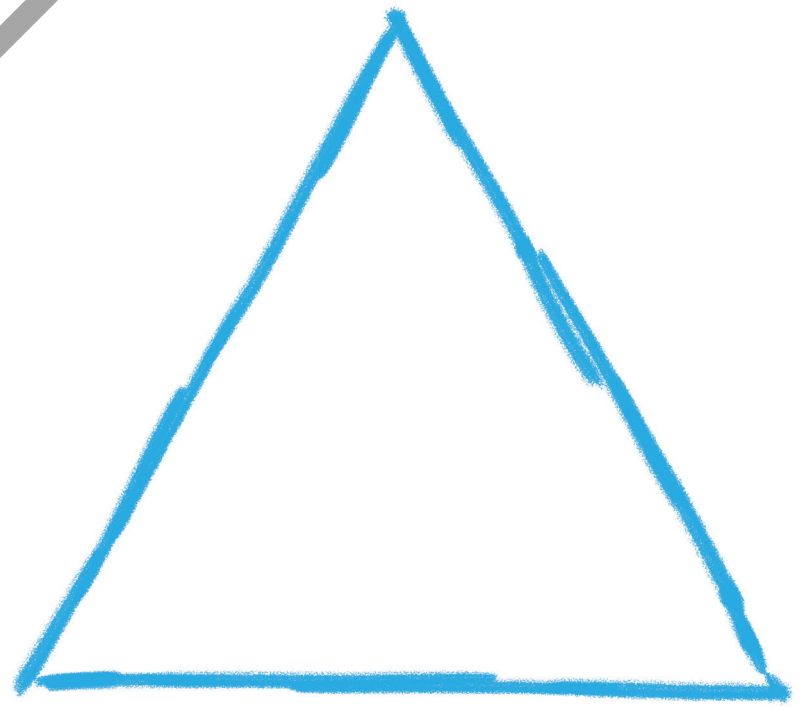
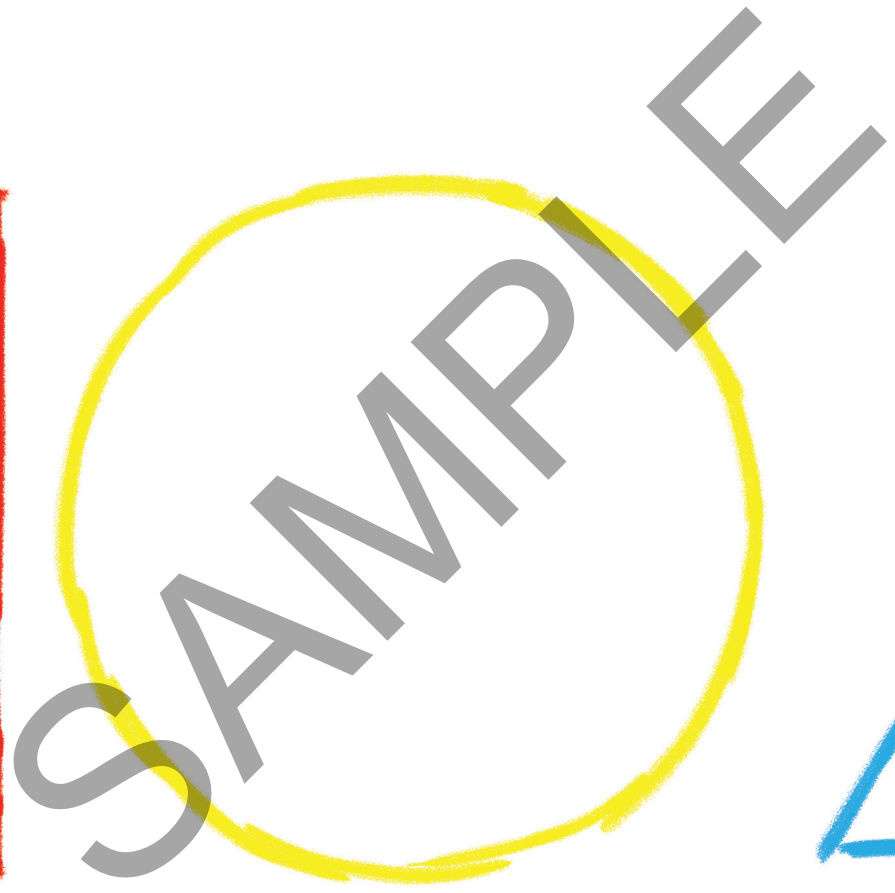
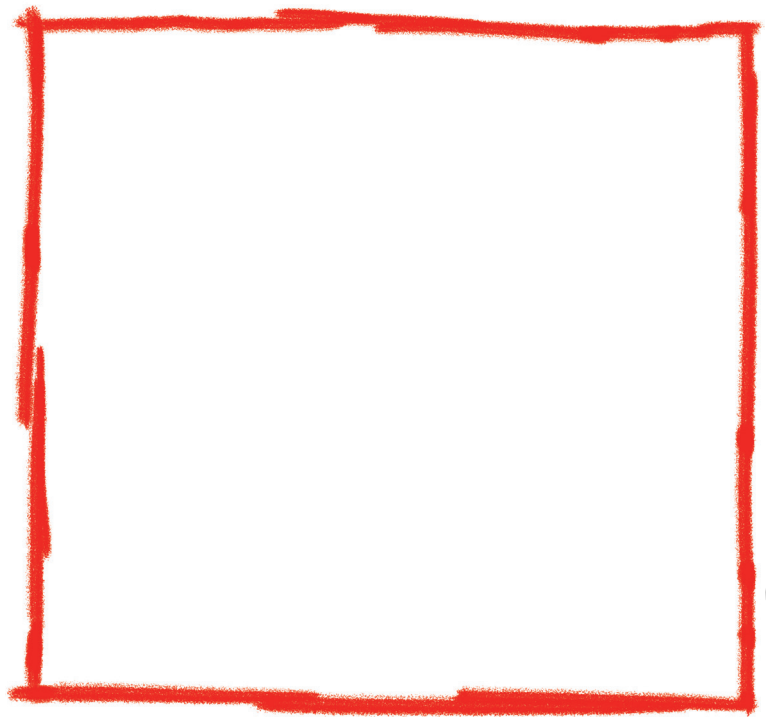
SAMPLE

7

LISTEN, POINT, AND REPEAT.



LESSON 4



# MAKE A FUNNY FACE COLLAGE.





# STORYLAND

Activity Book

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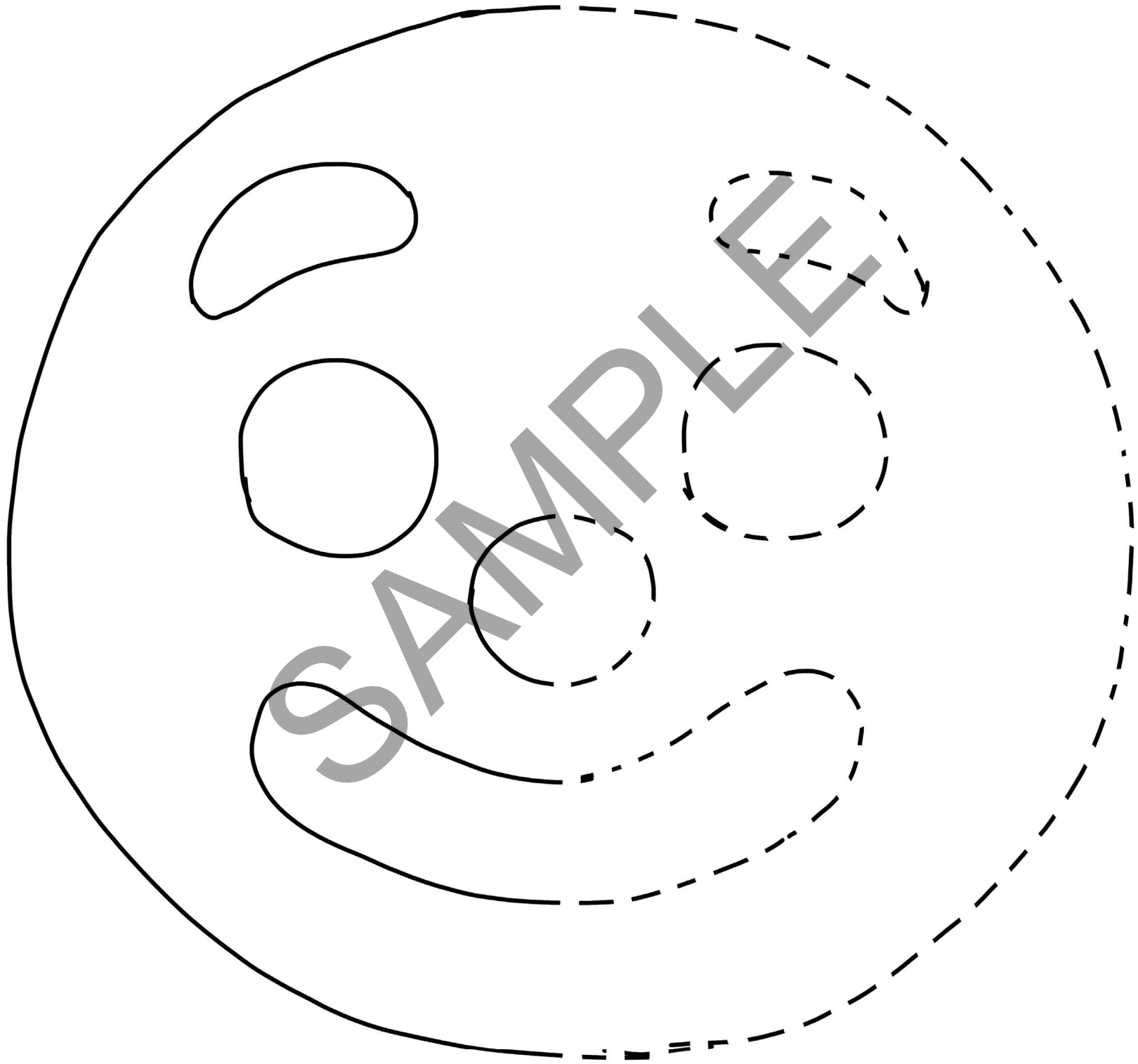
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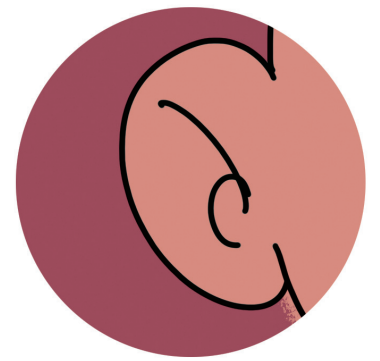
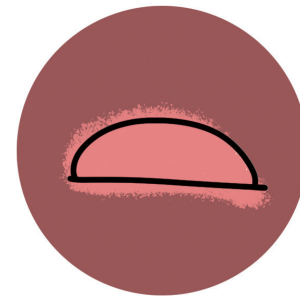
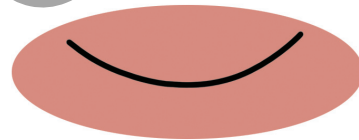
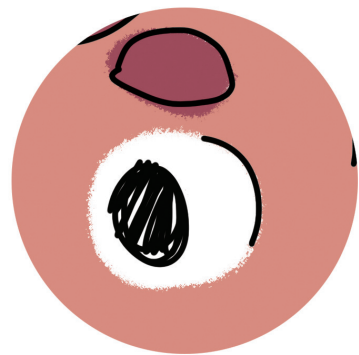




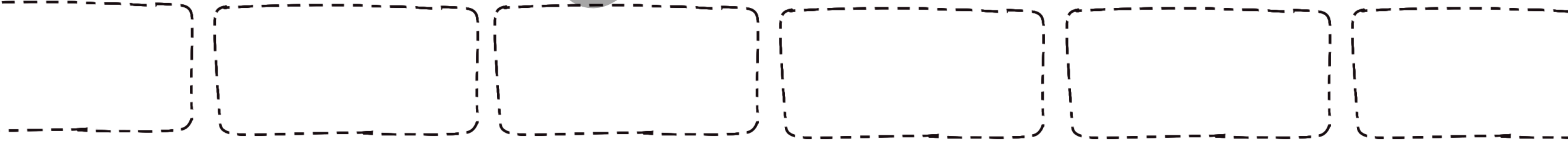
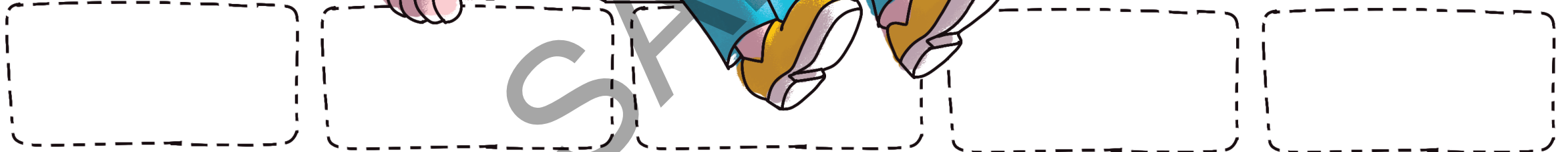
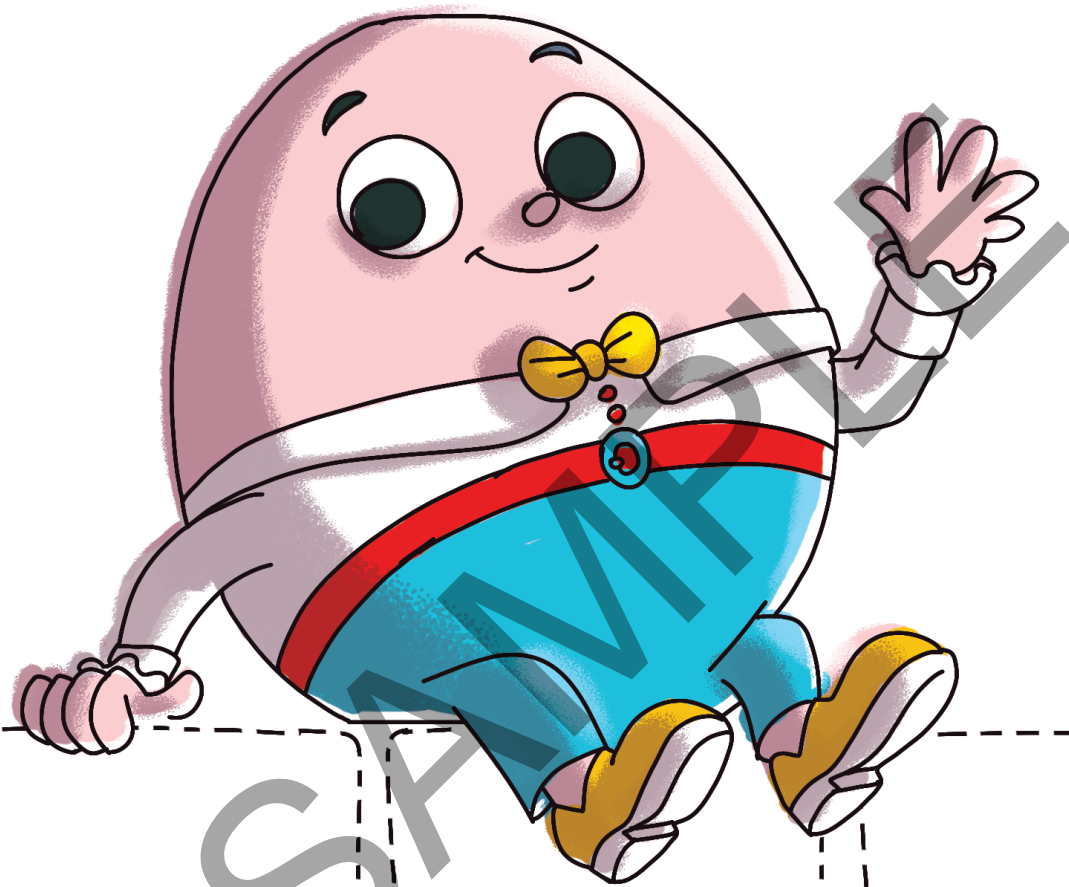
**1** DRAW.



SAMPLE



SAMPLE





Legend for finding and coloring shapes:

- Eye icon → Blue star shape
- Lips icon → Red star shape
- Nose icon → Yellow star shape
- Circle icon → Green star shape
- Square icon → Orange star shape
- Triangle icon → White star shape

Main activity area containing various line drawings for identification and coloring:

- Circle
- Eye
- Square
- Lips
- Nose
- Lips
- Triangle
- Square
- Eye
- Nose
- Nose
- Eye
- Eye
- Nose
- Eye
- Nose
- Lips
- Circle
- Eye
- Nose
- Lips





# STORYLAND

**Teacher's Guide**

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Luciana Santos Pinheiro

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# STORYLAND

## Teacher's Guide 1

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# UNIT 2 LESSON • 1

## The Gingerbread Man



### Objectives

- Identify the elements of the story
- Identify parts of the face

### Language

- Main: *eyes, face, nose, mouth; run; Gingerbread Man*
- Extra: *boy, girl, horse, old woman*

### Materials

- puppets: Ann Louise, Joe Marc, Mike, and Sue;
- flashcards: *face, mouth, nose, eyes, boy, girl, horse;*
- Unit 2 story cards, cardboard cube big enough for the flashcards to fit into it;
- masking tape;
- crayons;
- mirror;
- face paint;
- wet wipes.

### Circle Time 02

Sit students in a circle and place the puppets in the middle. Play the *Hello Song* and invite students to join in. Encourage students to pick up one of the puppets while they are singing and to sing to the puppet, saying *Hello* before passing it on to the next student. Repeat with a different puppet. Play the *Hello Song* again and have all the puppets with you. Pause the song after some time and hold up a puppet. Tell students to say hello to that puppet. Repeat with all the puppets.

### Warm-up

Take the parts of the face flashcards, *face, mouth, nose, and eyes* and present them to students. Show the face flashcard, say *face*, and touch your face. Ask students to repeat while touching their own faces. Do the same with *nose, eyes, and mouth*, asking them to touch the correct part of their faces and repeat the word in English. ▶

Place the flashcards *boy* and *girl* on each side of the cardboard cube. Repeat that with the other flashcards. Throw the cube to a student and elicit the word of the flashcard that is facing them. Ask the student to gently throw the cube to someone else and continue the game.

### 1. LOOK AND CIRCLE.

#### Storytelling The Gingerbread Man

Ask students to open their Student's Books at page 97, find the sticker showing the Gingerbread Man, and place it on top of the Storyland on their Student's Book cover. Present the character and have students repeat its name.

Open the Student's Books at page 16 and explore the scene, focusing on the words *boy* and *girl* (see Introduction, pages 13 and 14). Ask students to identify the elements of the story in the scene (*Gingerbread Man, old woman, horse*), even though they may not be able to say all the words yet. Explain that Gingerbread Man is a cookie, and

Sue and Mike are eating the cookie. But the Gingerbread Man at the back is the one from the story, running away from the woman.

Give students crayons and ask them to circle the elements of that story in the picture. Encourage them to guess what is happening in the story. Ask, *Why are they running? Who are they?*

**Answer key:** *Students circle the Gingerbread Man, the old woman, and the horse.*

### Teaching Tip

When presenting new language to students, remember that repetition and drilling can help them memorize words. However, do not expect them to be able to produce the new vocabulary before having been exposed to it for some time.

### 2. LISTEN, TRACE, AND COLOR. 07

Tell students the story using the story cards. Then play the audio and show the story cards again, pausing after each of the scenes. Then point to the elements in the story cards and ask them to say the words.

Show students a red crayon and have them say the word *red*. Ask them to show you their red crayon. Give students the Student's Books. Help them turn to page 17 and explore the scene. Then have them trace the eyes, nose, and mouth on Gingerbread Man's face and use yellow, blue, and red crayons to color the eyes, nose, and mouth of the Gingerbread man's face.

**Answer key:** *Students trace and color the picture using the colors yellow, blue, and red.*

### Activity Book

Hand out the Activity Books and help students turn to page 8. Explore the scene on this page (see Introduction, pages 13 and 14) and ask, *What can you see?* Ask students what they need to do now. Have them trace the rest of Gingerbread Man's face and name the parts of the face as you point to them: *eyes, nose, mouth.*

**Answer key:** *Students trace the other eye, the right-hand half of the nose and the right-hand half of the mouth. ▶*



### Wrap-up

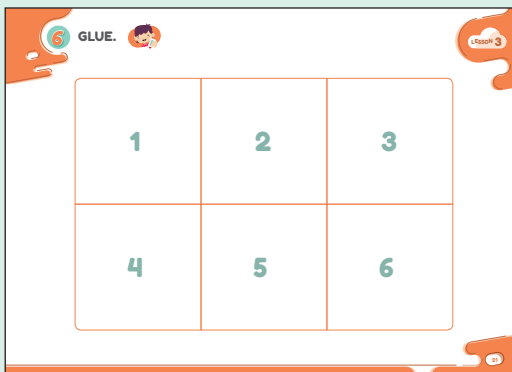
Explain the game *Simon says* and state that students must do everything that Simon says! So, if Simon says *Touch your mouth*, they must follow the instruction. ▶ Say, *Simon says touch your mouth!* and encourage students to do so. Then say, *Touch your eyes* but don't do anything and explain to students why they should not respond (They did not hear *Simon says*). Repeat using all parts of the face, face, nose, mouth, eyes. Then allow a student to join you in saying the commands. Play until you have reviewed all the words.

### Extra Activity

Have students sit in a circle and pass a small mirror around. Invite students to look in the mirror and observe their own faces. Call out parts of the face and ask them to touch them using their fingers. Then give out face paints and let them trace their nose, then trace around the mouth and around the eyes with some paint using their fingers. You can take a photo of the whole class. Have them point to a classmate's face and say the parts of the face. Use wet wipes to remove the face paint.



UNIT **2** LESSON • 3  
**The Gingerbread Man**



**Objectives**

- Learn how to put pieces together to make a whole
- Name parts of the face
- Find out if eggs float or sink and when

**Language**

- Main: *egg, horse, Humpty Dumpty, king, men, wall*
- Extra: *fall, float, ride, sink; Numbers 1-2; How many (eyes)?*

**Materials**

- Humpty Dumpty template (from the Teacher's Corner);
- flashcards: *blue, duck, eye, nose, mouth, face, ear, horse, red, yellow;*
- masking tape;
- flashcards: *duck, blue, yellow;*
- crayons;
- a boiled egg and a raw egg, a bowl, two plastic cups;
- salt.

**Audio script:**

**Humpty Dumpty**

*Humpty Dumpty sat on a wall.  
 Humpty Dumpty had a great fall.  
 All the king's horses, and all the king's men,  
 couldn't put Humpty together again.*



Introduction, pages 13 and 14). Then give out the crayons and ask them to circle Humpty Dumpty, the king, the men, and the horses. Say, *Circle the (king)* and allow them time to circle the correct element. Then elicit the words *Humpty Dumpty, king, men, horses.*

**Answer key:** *Students circle Humpty Dumpty, the king, the men, and the horses.*

**6. GLUE.**

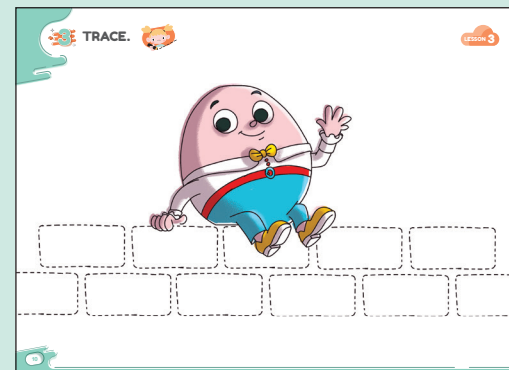
Give out the Student's Books, open at page 75. Help students remove the press-out pieces and then turn to page 21. Explain that after the fall, Humpty broke into pieces and now they need to glue him back together. Show them where they will glue the pieces. Then point to the eyes, mouth, and nose and have them say the words. Ask, *How many eyes? How many noses? How many mouths?*

**Answer key:** *Students put the parts together to form Humpty Dumpty sitting on the wall.*

**Activity Book**

Distribute the Activity Books. Help students turn to page 10 and explore the picture with them, eliciting the colors *blue* and *yellow*, *Humpty Dumpty*, and teaching them the word *wall*. Ask them if they have a wall outside of their house or apartment building. Ask them to trace the dotted lines with their fingers and then with a crayon, thus forming the wall. Ask, *What is in the picture? Show me the wall. Show me Humpty Dumpty.*

**Answer key:** *Students trace the bricks in the wall.*



face parts flashcards and mix them up with some other flashcards: *duck, blue, yellow*. Show the flashcards to students, one at a time, eliciting the words. Tell students that every time you show a flashcard of something that Humpty has, they have to call out the word and say *Yes!* If Humpty does not have what they see, they still have to call out the word then say *Fall* and at the same time pretend they are falling. Show them ways to pretend that they are falling, but tell them to do it slowly so as not to get hurt.

**5. LISTEN AND SING. THEN CIRCLE.**

Play the song and sing along. Encourage students to join in. Demonstrate gestures for the words *sat, fall, and horses*. Give out the Student's Books, open at page 20. Explore the scene with students (see how to explore a scene in the

**Wrap-up**

Take two eggs and draw eyes, a nose, and a mouth on them. Tell students that these two eggs are Humpty Dumpty and they are going to discover if he can float. Have them say how many eggs they can see (*two*). Then point to each of the face parts and have them say the words, *eyes, nose, and mouth*. Take a plastic cup full of tap water and another with salt water (you can use tap water and add the salt). Before you put an egg inside each cup, ask students what they think will happen. *Will Humpty float or sink?* Add Humpty into the first cup and observe. Then do the same with the second Humpty. The raw egg should float in the salt water. Explain that after adding salt, the water is heavier and that is why the raw egg floats.

**Extra Activity**

What happens to Humpty when he tries to sit? Take the boiled egg from the Wrap-up activity and tell students that this is Humpty. Tell students that you are going to check with them what happens when Humpty sits. Place the Humpty egg on a desk, close to the edge, and let it fall (the egg does not sit). The egg shell will break as a result of the fall. In order to avoid a dirty floor, you could have a bowl next to the desk for when the egg falls. Explain that eggs are round, so they roll, fall, and the shell breaks. Also tell students that when they handle eggs, they must be very careful so as not to drop them. Have students make a circle in the air with their fingers to represent *round*. Then have them point to different round objects they have in their classroom.

**For next class:** send a note to the parents asking for them to send pictures of eyes, noses, and mouths with their children in the following class.

**Circle Time**

Sit students in a circle and play the *Hello Song*, but instead of saying *hello* to someone and using a name, point to your mouth and say *Hello mouth*, then to your ears and say *Hello ears*, etc. Have students repeat after you. Make sure you point to the face part in time for the students to produce the words.

Hand out the puppets to some students and say a part of the face. Have them point to it on the puppet's face. Then ask them to pass the puppet on to the next student. Say another part of the face. Continue until all students have had a chance to touch a puppet's face. If you have a small class, then you can have all students touch parts of the face of the four puppets.

**Warm-up**

Present the picture of Humpty Dumpty to your students. Ask if they know who he is. Ask, *What does he look like? Is he food?* Tell students that Humpty is an egg. Stick the picture on the board. Bring out the ▶